

Creative Pursuit Training Manual

Grades 3-6



Jordan School District
Gifted & Talented

Creative Pursuit Handbook

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Creative Pursuit Overview

Creative Pursuit ...

- Yearly problems are created by District/State Coordinators and GT Specialists to fit the core curriculum.
- Based on Calvin Taylor's Multiple Talents:
 - Productive Thinking
 - Decision Making
 - Planning
 - Forecasting
 - Communication
- Consists of three (3) components: product, impromptu, presentation
- Is content, product, and process based
- Encourages and develops students' creative and critical thinking skills
- Fosters teamwork and cooperative learning
- Consists of four to five students (no more than 5 may participate in District or State Bowls) working together to create a product and presentation
- Rewards creativity
- Coached by a teacher or parent volunteer who instructs students in Multiple Talents, provides direction, and gives feedback, support, and guidance

When are School/District/State bowls held?

School bowls are held to determine which team(s) will represent the school at the District Bowl. Teams that score the highest in the competitive District Bowl have the opportunity to compete in the State/Intradistrict Bowl.

What are the three components of Creative Pursuit?

I. Product Invention:

- District and state coordinators and GT specialists create a problem in a curriculum area for students to solve.
- Teams work together (under the direction of a coach) using Multiple Talents to create and invent their product.

- Guidelines are outlined in the yearly Creative Pursuit packet that provide specific parameters in the development of the product. The product guide/rubric should be followed closely while inventing the product.
- The product is completed prior to the bowl and may be completed at home or at school *without adult assistance*.

2. Verbal and Visual Impromptu Problems:

- Teams are given two timed impromptu problems at the bowl. One is verbal (written) and one is visual (picture, graphic figure or item).
- The goal is for students to use Productive Thinking to:
 - Generate many ideas
 - Generate ideas from a variety of categories
 - Generate unusual ideas
- Teams are given one minute of quiet think time to generate ideas and two and one half minutes to respond in turn without passing or repeating. The coach assists the team by scribing/writing down student responses.
- Productive Thinking is evaluated on:
 - Fluency: number of ideas
 - Flexibility: a variety of categories
 - Originality: clever, unusual, or unique
 - Elaboration: expanding on an idea and making it more interesting

3. Presentation:

- Teams are given one minute to set up and three minutes to present an original skit that demonstrates the product or idea they have developed in various ways.
- The presentation using the writing process is created and practiced prior to the bowl.
- A list of specific materials and costs that can be used are listed in the Creative Pursuit packet. The number of materials used and creative use will effect presentation scores.
- Presentations are judged on criteria such as quality and originality in the development and presentation of the skit.

Multiple Talents

Adapted from
Calvin Taylor's Creative &
Critical Thinking Model



Multiple Talents

Multiple talents is a creative and critical thinking model created by Calvin Taylor. Taylor's model describes the talent areas as productive thinking, communication, planning, decision making, and forecasting.

Productive Thinking (Brainstorming)

* Used in product, impromptu, and presentation problem solving.

Productive Thinking requires students to think of many, varied, and unusual ideas/solutions using creative thinking skills.

Productive Thinking Outcomes

1. The student is able to express many ideas
2. The student is able to express a variety of responses
3. The student is able to express unusual, uncommon responses though not all of the ideas prove to be useful
4. The student is able to build onto a basic idea by adding details to make it more interesting and complete
5. The student is able to see relationships between apparently unrelated ideas or objects

Four kinds of productive thinking skills:

Fluency: Think of many ideas, quantity rather than quality:

1. List as many boys names as you can
2. List as many words as you can that start with A
3. Write math problems that have a sum of 48
4. List as many things that you can think of that are found in a lake

Flexibility: Think of varied ideas, respond in a variety of categories:

1. Categorize 20 items related to Utah. How many categories did you come up with?
2. Look at your list of words that start with A. How many categories did you think of (foods, pets, names)
3. List and categorize as many famous musicians as you can?
4. How many ways can you show the number 100?

Originality: Think of unusual ideas, unique and clever responses:

1. What new idea could your class come up with for a PE game?
2. What A words from your list are unusual, unique or clever?
3. Make up new lyrics to a song
4. Give an example of how you would improve school lunch

Elaboration: Build on a basic idea by adding details to make it more interesting and complete:

1. Choose an A word from your list. How could you elaborate on that word?
2. Hold up a math book. How could we elaborate on the cover to make it more interesting and attractive?
3. Draw a triangle, elaborate on this shape to change its appearance
4. Add details to a piece of writing to make it more interesting and complete

Student Ground Rules for Productive Thinking (Brainstorming)

1. Rule out criticism:
 - Welcome all ideas
 - There are no wrong answers
 - No judgments or criticism should be made
2. Be creative in contributions:
 - Be open to original ideas
 - Say whatever comes to mind, don't hold back
 - Wild, offbeat, and impractical ideas often trigger useful ideas
3. Quantity is wanted:
 - The greater the number of ideas produced, the greater the likelihood of useful, original ideas
 - Contribute a high quantity of ideas in a short time
4. Combine, change, improve ideas:
 - Add to, modify, or improve on other ideas
 - Adapt, modify, magnify, substitute, rearrange, reverse, or combine ideas

Communication

* Used in product, impromptu, presentation

Communication requires students to use word fluency, expressional fluency, and association fluency.

Communication Outcomes

1. The student produces many words that fit different categories.
2. The student uses a variety of words to describe feelings and values.
3. The student expresses words and ideas to make comparisons among things and to show relationships.
4. The student understands another's feelings or ideas by sharing similar experiences or thoughts.
5. The student can organize words into meaningful networks of ideas yielding a single product or multiple responses.
6. The student can effectively interpret and use non-verbal forms of communication to express ideas, feelings, and needs.

Communication (cont.)

Six elements of Communication:

- Give many, varied, single words to explain things
- Give many, varied, and single words to describe feelings
- Think of many, varied things that are like another thing in a specific way
- Tell your feelings and needs without using words
- Let others know that you understand how they feel
- Make a network of ideas using many, varied, and complete thoughts

Planning

* Used in product, impromptu, presentation

Planning requires students to elaborate which considers details concerning operation; sensitivity to problems which need consideration; and organization of materials, time, and manpower.

Planning Outcomes

1. The student can identify project or activity with enough details about his basic idea to explain what he wants to do.
2. The student is able to organize the materials, time and resources necessary to carry out his project or activity.
3. The student is able to organize all the steps necessary to complete the project.
4. The student is sensitive to problems that could arise as he works on the project or activity.
5. The student is able to evaluate the results of the plan according to its strengths and weaknesses.

Decision Making

* Used in product, impromptu, presentation

Decision making requires students to use careful evaluation of data prior to making a judgement.

Decision Making Outcomes

1. The student is able to outline many alternatives to the problem he wishes to solve in terms of limitations, relevancy, and people affected.
2. The student is able to think of difficult questions he needs to ask.
3. The student is able to weigh each alternative to the problem he wishes to solve, in terms of his needs and/or goals.
4. The student is able to make a final judgment between the alternatives.
5. The student is able to defend his/her decision, giving as many responses as he can for his choice.

Decision Making (cont.)

Decision making requires students to:

- Think of many, varied, possible solutions
- Establish criteria to judge each alternative
- Identify the most appropriate solution
- Give many, varied reasons for a choice

Forecasting

* Used in product, impromptu, presentation

Forecasting requires students to consider what he/she wants to do, what the effects of his/her actions will be, what consequences he/she may anticipate.

Forecasting Outcomes

1. When given a task or a problem, the student can state or write many, varied causes for the problem to have happen.
2. When give a task or a problem, the student can state or write many, varied effects of this happening.
3. Before initiating a course of action the student can state and define what situations or considerations will act as constraints.

Forecasting requires students to:

- Make many, varied predictions about a situation, examining cause and effect relationships.

Verbal and Visual Impromptu Practice Problems



Verbal Impromptu Practice Problems



Verbal Impromptu Recording Sheet

TEAM NUMBER _____

PROBLEM NUMBER _____

[illegible][illegible]

[illegible][illegible]

1. List many, varied, unusual forces.
2. List many, varied, unusual ways in which you can move a chair across a room with a person sitting in it.
3. List many, varied, unusual ways you can move a chair without touching it.
4. List many, varied, unusual problems the old lady in the shoe might have.
5. List many, varied, unusual things that fly.
6. List many, varied, unusual things you can catch.
7. List many, varied, unusual forms of transportation.
8. List many, varied, unusual signals.
9. List many, varied, unusual courts.
10. List many, varied, unusual gases.
11. List many, varied, unusual rights.
12. List many, varied, unusual pets.
13. List many, varied, unusual bands.
14. List many, varied, unusual flowers.
15. List many, varied, unusual islands.
16. List many, varied, unusual ways to use a toothbrush.
17. List many, varied, unusual ways to use a place mat.
18. List many, varied, unusual ways to use a watering can.
19. List many, varied, unusual ways to use a paper clip.
20. List many, varied, unusual ways to use a pair of scissors.
21. List many, varied, unusual uses for empty thread spools.
22. List many, varied, unusual uses for a box of old newspapers.
23. List many, varied, unusual ways to use a box of plastic.
24. List many, varied, unusual ways to use a ruler.
25. List many, varied, unusual uses for a Band-Aid.
26. List many, varied, unusual uses for a plastic gallon milk container.
27. List many, varied, unusual uses for an old pair of tennis shoes.
28. List many, varied, unusual uses for a bar of soap.
29. List many, varied, unusual things to make from a bar of soap.
30. List many, varied, unusual uses for a paper bag.
31. List many, varied, unusual things that are found.
32. List many, varied, unusual uses for a balloon.
33. List many, varied, unusual ways to communicate without talking.
34. List the many, varied, unusual kinds of light.
35. List many, varied, unusual uses for a toothpick.
36. List many, varied, unusual uses for an egg shell.
37. List many, varied, unusual sounds you might hear on the way to the grocery store.
38. List many, varied, unusual reasons for not going to school.
39. List the many, varied, unusual things you might find in an attic.
40. List many, varied, unusual things you might find in your mother's purse.
41. List many, varied, unusual things you can write with.
42. List many, varied, unusual things that use electricity.

43. List the many, varied, unusual ways to protect endangered animals.
44. List the many, varied, unusual ways to show the number 35.
45. List the many, varied, unusual things you could plan.
46. List the many, varied, unusual things you can eat without cutting with a knife.
47. List the many, varied, unusual ways to express "I love you."
48. List many, varied, unusual uses for feathers.
49. List many, varied, unusual uses for a tree.
50. List many, varied, unusual ways to lock a door.
51. List many, varied, unusual uses for a paintbrush.
52. List many, varied, unusual uses for a cup.
53. List many, varied, unusual reasons a plant would not grow.
54. List many, varied, unusual uses for worn out shoes.
55. List many, varied, unusual uses for a cone.
56. List many, varied, unusual uses for a large car when it becomes too expensive for fuel.
57. List many, varied, unusual uses for an old tire.
58. List many, varied, unusual ways to be polite.
59. List many, varied, unusual things that are in the shape of a sphere.
60. List many, varied, unusual uses for gloves.
61. List many, varied, unusual kinds of soup.
62. List many, varied, unusual things that are long.
63. List many, varied, unusual things that are thin.
64. List many, varied, unusual things that are scary.
65. List many, varied, unusual sports.
66. List many, varied, unusual uses for a bucket.
67. List many, varied, unusual things that could fit into a wagon.
68. List many, varied, unusual things that pop.
69. List many, varied, unusual things that are red.

Visual Impromptu Practice Problems



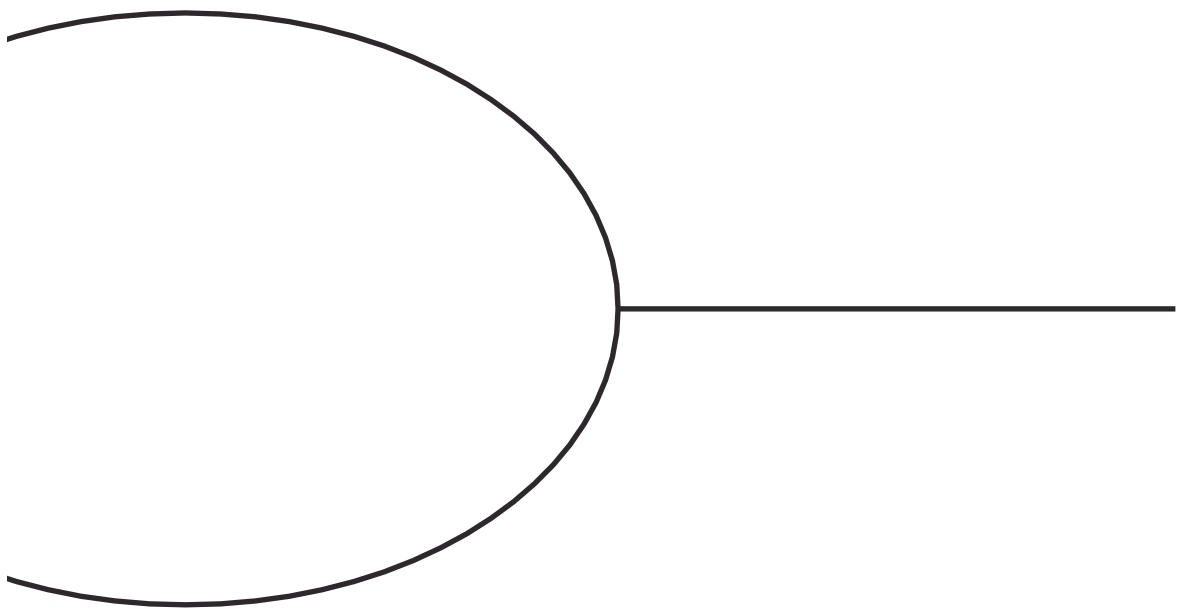
Visual Impromptu Recording Sheet

TEAM NUMBER

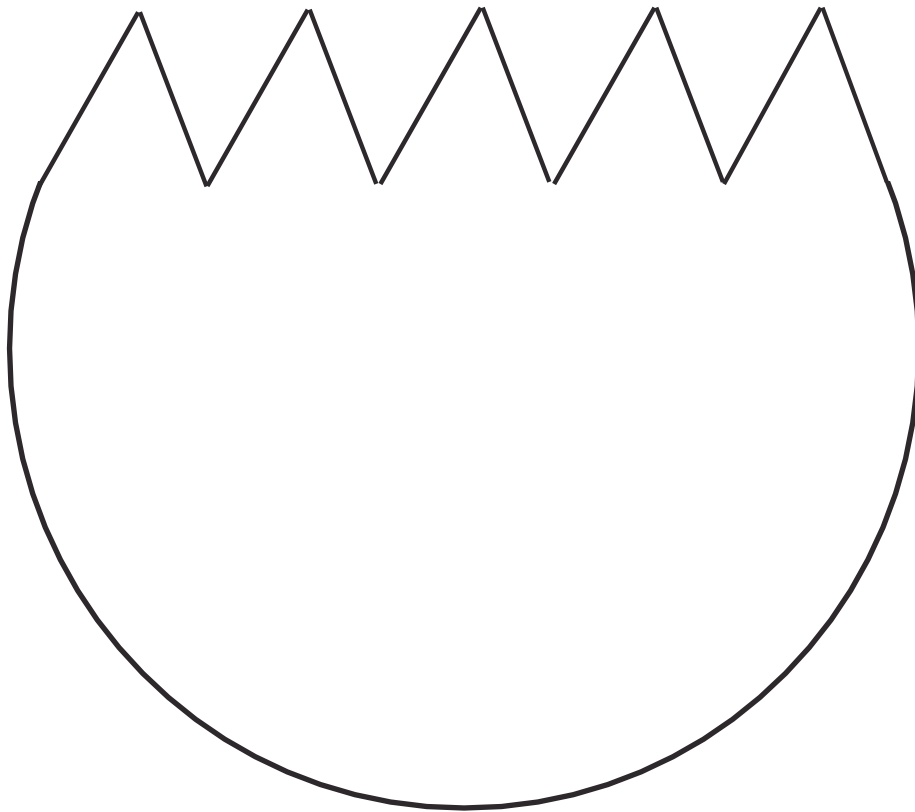
PROBLEM NUMBER

[illegible][illegible]

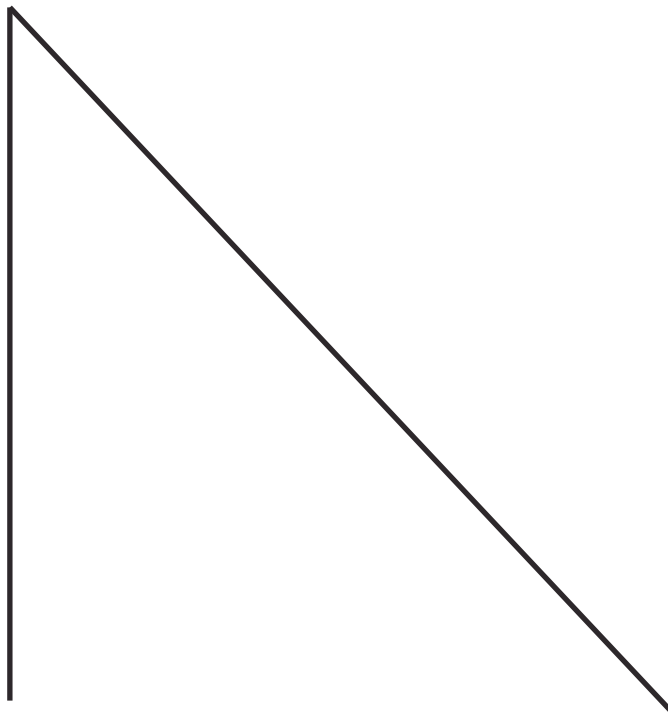
[illegible][illegible]



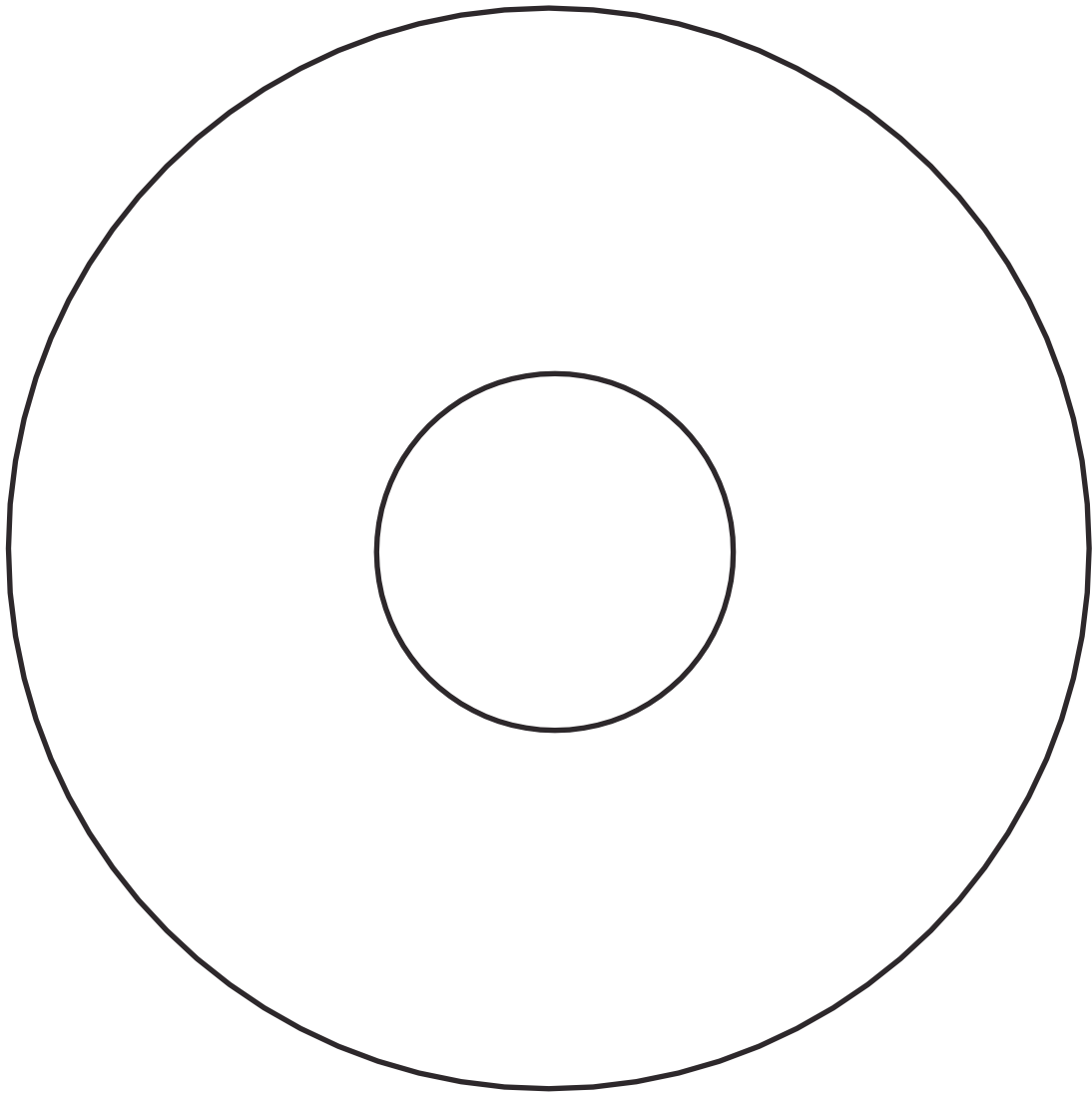
List many, varied, and unusual things this could be or be a part of.



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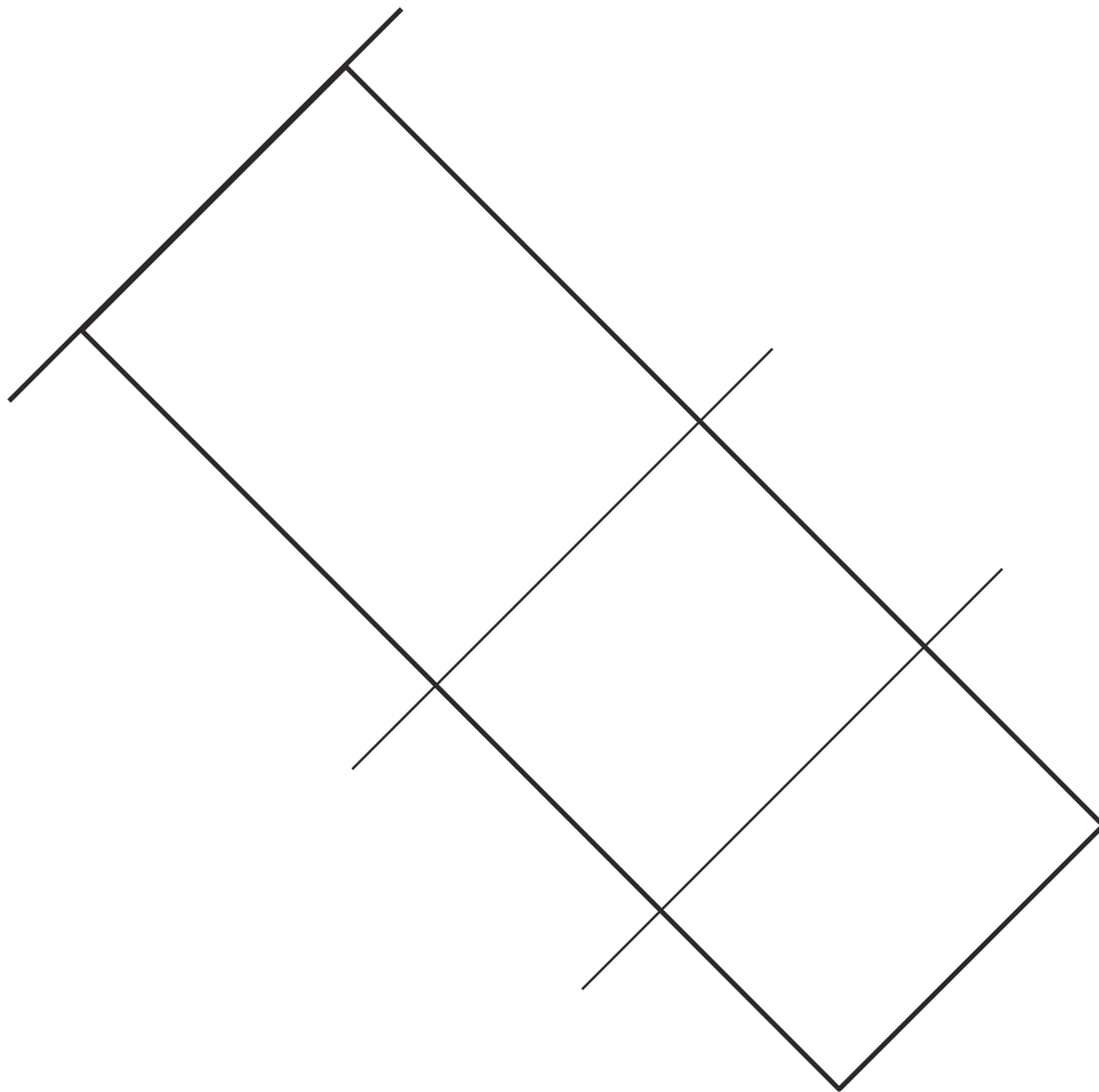
List many, varied, and unusual places you would find this configuration.



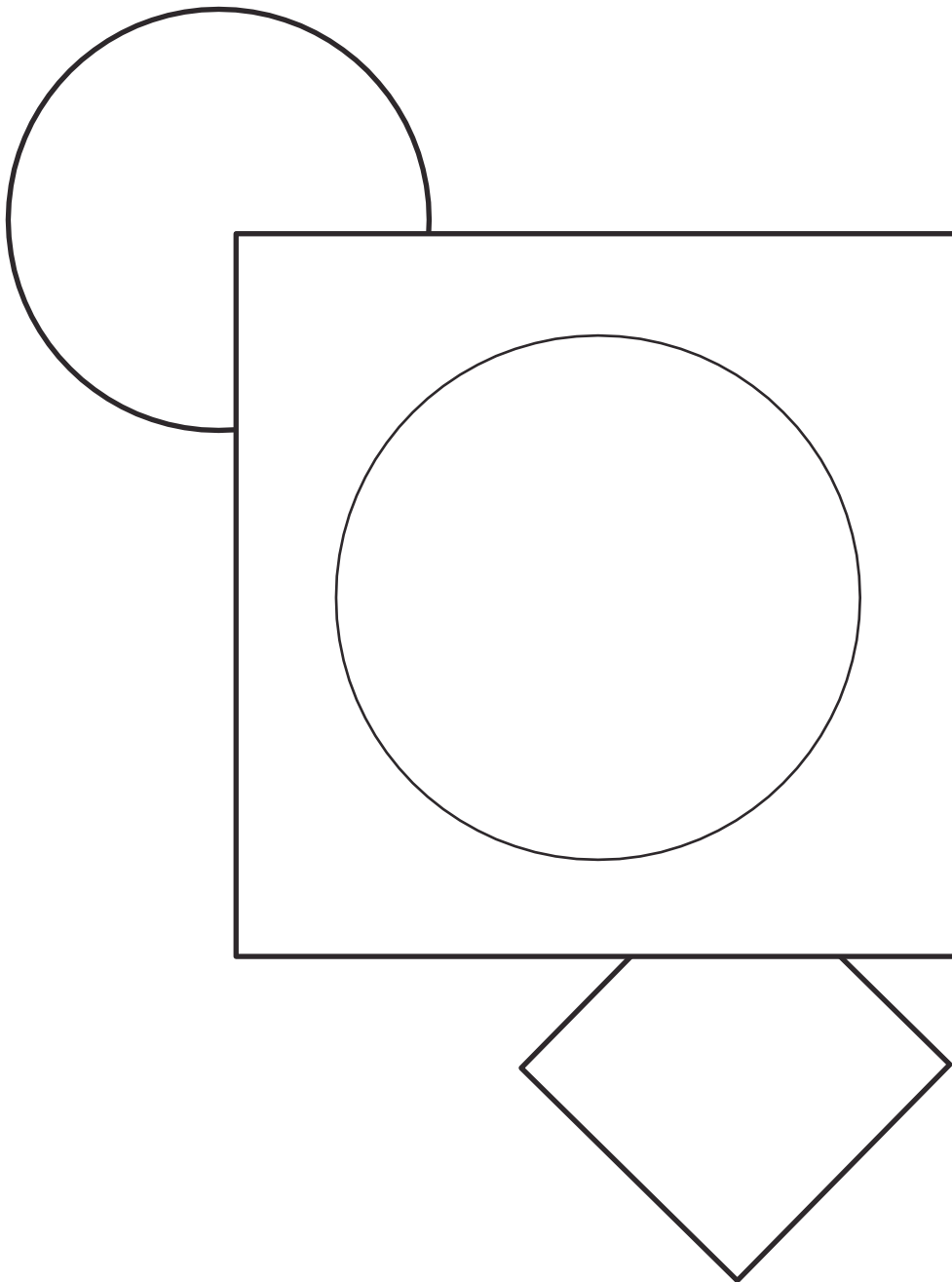
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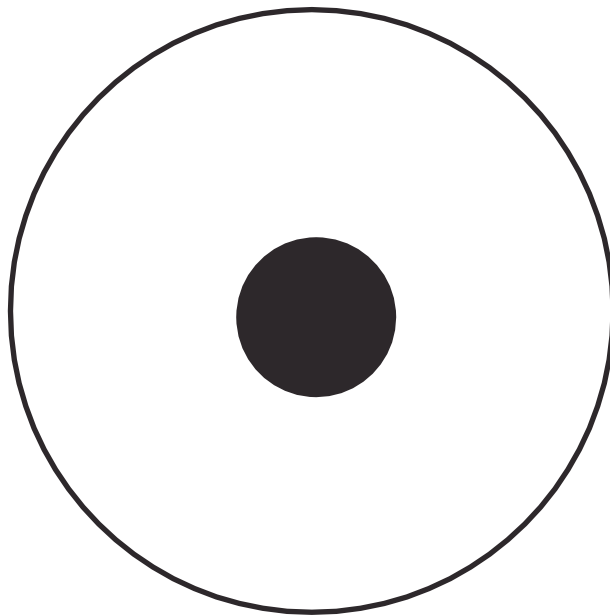
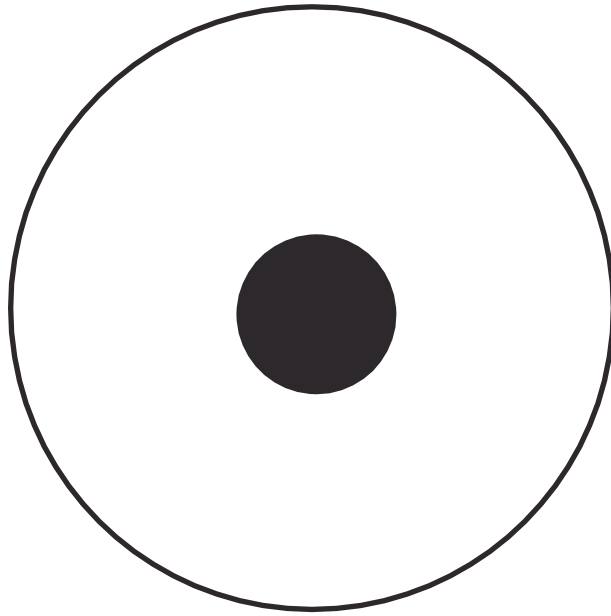
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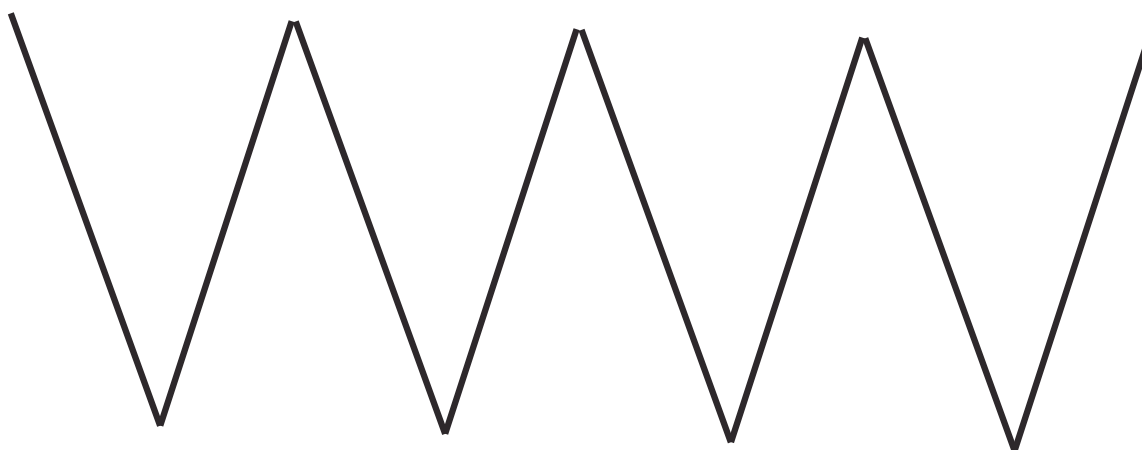
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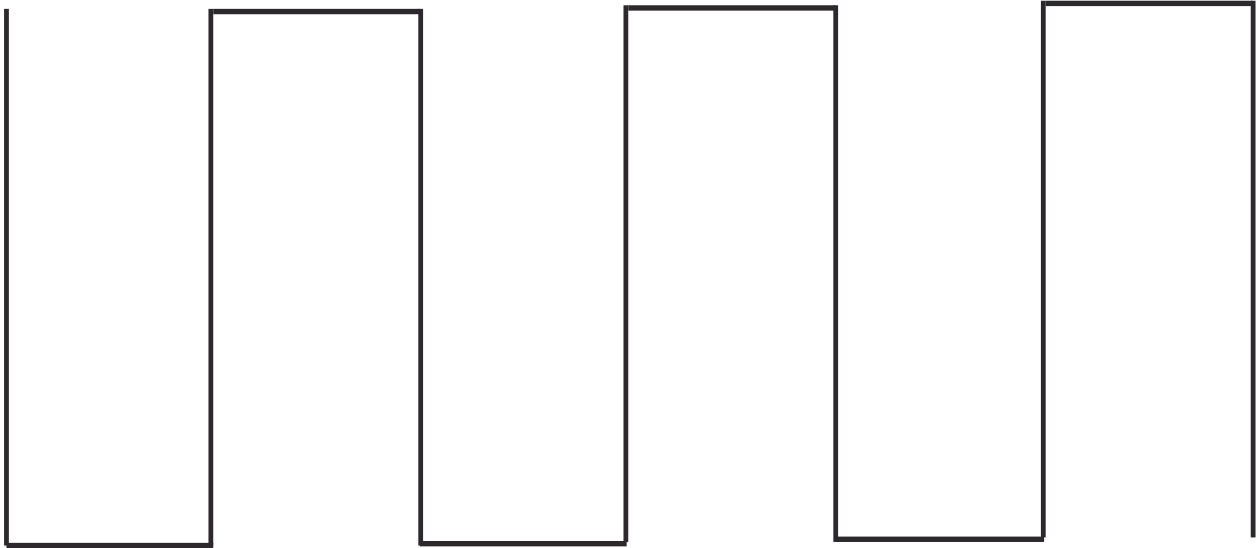
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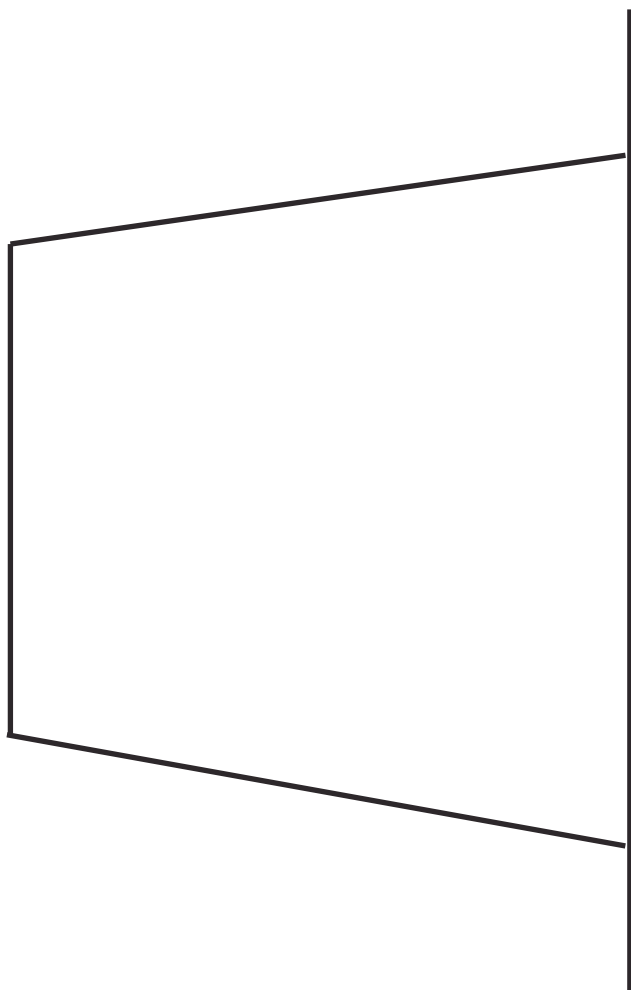
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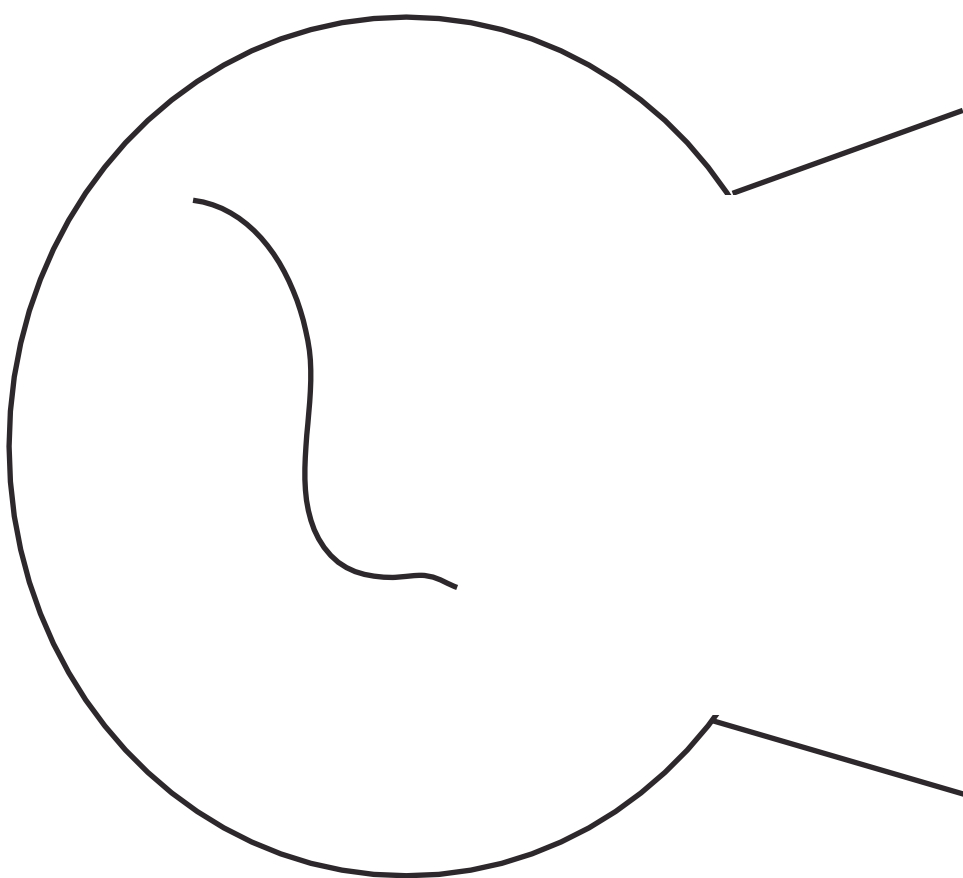
List many, varied, and unusual places you would find this configuration.



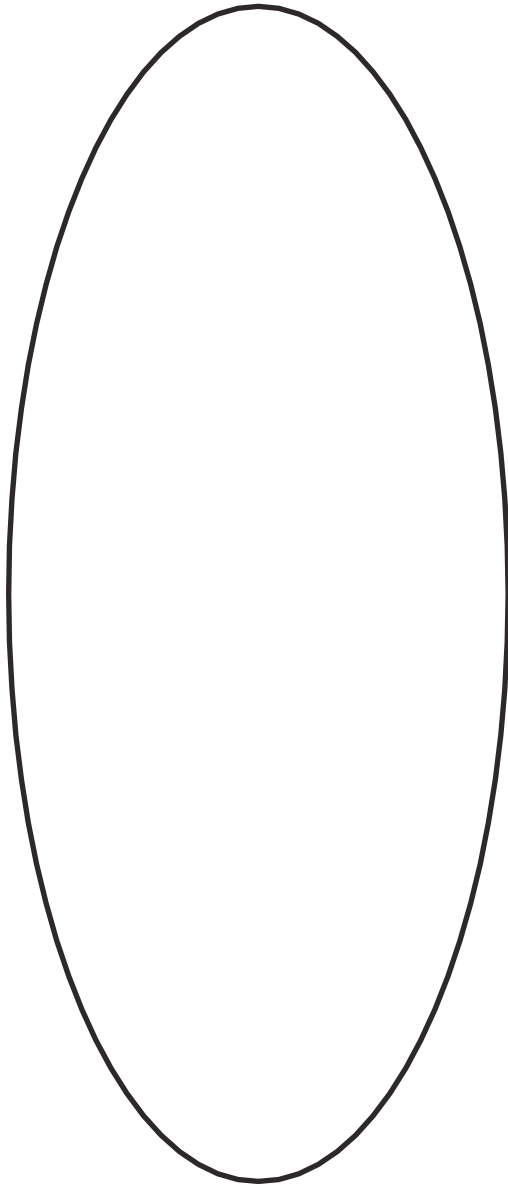
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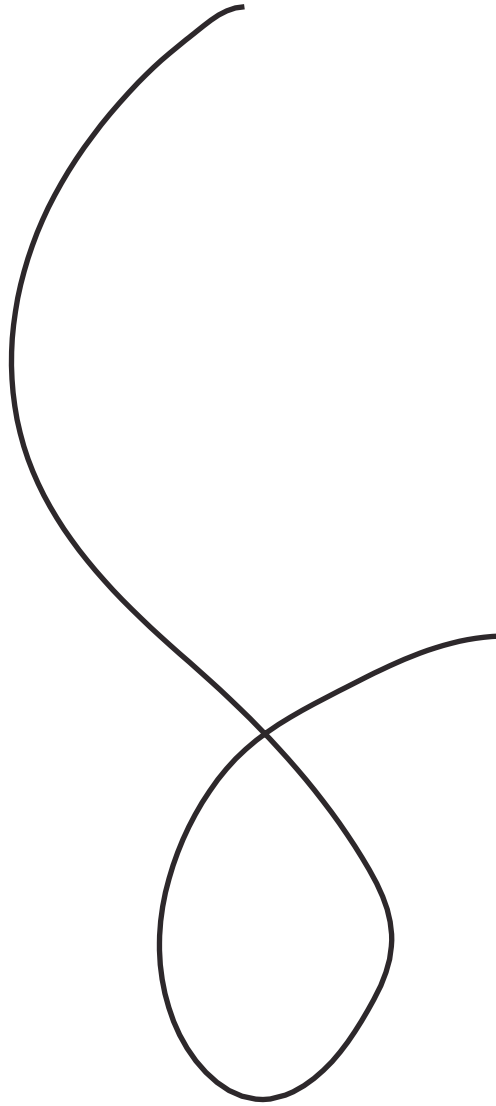
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List many, varied, and unusual things this could be or be a part of.

Suggested Ways to Coach and Run a Creative Pursuit Bowl



Suggested Ways to Coach a Creative Pursuit Team

The coach of a Creative Pursuit team is the facilitator/mentor of the team instructing students in the creative process, providing direction, feedback, support and guidance. Coaching a Creative Pursuit team provides students with a valuable experience, which is similar to the work of a product development team in a business setting. These are a few of the skills that you will help your team learn:

- To generate ideas quickly
- To use persuasive techniques
- To use dramatic expression
- To work cooperatively in a group
- To elaborate upon ideas
- To generate unique ideas
- To use creative processes
- To plan and organize

You can certainly see the value of this pursuit!

A Creative Pursuit team is faced with three tasks:

1. To invent a new product
2. To design a creative presentation
3. To brainstorm ideas (impromptu)

The invention of the product and the creation of the presentation, are completed prior to the school or district bowl, where they are presented for evaluation. Teams should practice the impromptu task several times prior to the bowl. Teams will respond to two timed impromptu problems at the bowl and those will be judged and used as part of their total score.

Product Invention

Each year students are presented with a problem to solve. Working in teams of 4-5, students work together to create or invent a product. Specifications are outlined in the Creative Pursuit packet to give specific parameters in the development of the product.

Presentation

Teams are given three minutes to present a skit that demonstrates the product or idea they have developed. The materials student may use in the presentation are limited to a list of specific items, which are listed in the Creative Pursuit packet. Judges look for creativity and originality in the development of the skit, presentation of the skit, and creative use of materials.

Impromptu

Teams are given two impromptu problems at the bowl. One is verbal and one is visual. The task is for students to:

- Generate many ideas
- Generate ideas from a variety of categories
- Generate unusual or elaborate ideas that other groups do not think of

Students will be given one minute of quiet think time to generate ideas and two and one half minutes to respond. The coach acts as the scribe, writing down the responses.

The Role of the Coach

A coach facilitates the team of students in the creative process. The coach helps their team by:

- Providing a safe place to work
- Helping students create a timeline for project completion
- Asking guiding questions for clarification of ideas
- Suggesting organizational strategies
- Writing down ideas
- Assisting students in gathering materials
- Encouraging decision making
- Helping teams stay focused

Coaches are encouraged to work as mentors with teams to provide direction, feedback, support, and guidance. The product and presentation, however, must come from ideas and work of the students.

Suggested Ways of Getting Started

1. Obtain a copy of the current Creative Pursuit packet that outlines the current year's task.
2. Gather names and phone numbers of the students on the team and call their parents to discuss possible meeting schedules and arrangements.
3. Organize the meeting schedule and distribute to all team members.

Suggested Meeting Timeline:

Generating ideas

- Allow each team member to share his/her ideas. Ask teammates to withhold any evaluative comments. Serve as scribe, giving each student a turn to offer several ideas. Compile a master list of the generated ideas.
- Give students a copy of the product specifications and read them together. Ask students to help you cross off any of the ideas from the master list that could not be adapted to fit the specifications.
- Practice an impromptu problem.

Choosing an idea

- Allow students to share ideas to add to the master list.
- Ask students to study the list and pick their favorite three ideas. Make a new list of only these favorites.
- Have students consider these questions: How long will the product take to build? Is the time-frame realistic? Will it cost less than the maximum allowed? Is it an original idea?
- Have the students select one of the ideas for their final choice.
- Help students generate a list of materials needed and steps to follow for making the product.
- Practice an impromptu problem.

Building the product

- Review the product judging form so students will keep the criteria in mind.
- Have the team use the materials they brought and the plan they developed in the second meeting to build the product. The team should build the device without adult assistance. Any unfinished work should be delegated and completed before the next meeting.
- Practice an impromptu problem.

Planning the presentation

- Have students generate ideas for how they might demonstrate their product.
- Have students look at the criteria from the presentation judging form and select an idea that works well with those criteria. Students should consider the list of items that can be used for the presentation when making their decision and cross off ideas that require props or costumes that could not be made with those items.
- Give students time to develop their idea. Serve as a scribe, recording the dialogue in the students' own language. Ask a lot of questions to get clarification and to help generate quality work.
- Help students generate a list of materials needed for presentation and divide the responsibility for making the props and having them ready for the next meeting.
- Practice an impromptu problem.

Rehearsing

- Finalize the script and role assignments.
- Conduct a rehearsal and ask students to identify potential problems and plan for them.
- Refer to the judging criteria form and have student self-evaluate to make final changes.
- Fill out the entry form.
- Practice an impromptu problem.

The amount of time for each component will vary depending on teacher/student schedule.

The Day of the Bowl

- Deliver the product (unless requested by judges prior to the bowl) and presentation materials to the school in time for the bowl. Make certain that the entry form is with the product.
- Serve as scribe during the impromptu brainstorming session.

Thank you so much for taking the time and energy to coach a team. Creative Pursuit is a wonderful opportunity that develops valuable skills in students. You are appreciated for your role in that process!

Suggested Planning and Preparation of a Bowl

- _____ Set date and location
- _____ Budget for awards and refreshments
- _____ Decide how awards will be distributed
- _____ Order awards as per budget
- _____ Solicit judges (suggested 2 impromptu, 2 product, 2 presentation)
- _____ Send reminders to coaches and judges for date/time of bowl
- _____ Plan a time-filler activity during scoring
- _____ Prepare impromptu problems and recording sheets each in a different color
- _____ Collect Certificates of Participation as per number of students registered
- _____ Record participants' names on certificates
- _____ Collect signatures on certificates
- _____ Collect large manila envelopes
- _____ Fill judges envelopes with scoring sheets, pencils, and calculators
- _____ Fill teams' envelopes with impromptu problems, response sheets, pencils
- _____ Pick up awards and thank you memento for judges
- _____ Prepare schedule for judging/skit presentations
- _____ Reserve rooms for presentations and impromptu product judging

Suggested Planning for Day of the Bowl

- _____ Collect clipboards for judges
- _____ Set up microphone if needed
- _____ Prepare refreshments
- _____ Make a list of judges' names to recognize at the start of the bowl
- _____ Check contents of envelopes
- _____ Set up tables and chairs for teams and chairs for spectators
- _____ Meet with judges with a table for products to be displayed
- _____ Set up tables for judges with a table for products to be displayed
- _____ Collect a stop watch or timer
- _____ Assign an impromptu judge to total and provide summary sheet
- _____ Assign one person to collect impromptu envelopes and take to impromptu judging area
- _____ Assign one person to provide judges with refreshments and deliver mementos
- _____ Organize awards, ribbons, certificates

Sample Agenda for Creative Pursuit Bowl

Welcome

Introduce judges by name and affiliation

Announce order of events and award

procedure. Impromptu:

- Explain rules.

- Entertain questions.

- Conduct each impromptu, timing, and collect responses for impromptu judges.

- Excuse impromptu judges to do scoring in another area.

Presentation:

- Announce criteria and timing.

- Review order of skits.

Product:

- Announce product demonstration prior to skits.

Begin product demonstrations and presentations keeping the next team “waiting in the wings” to expedite the Bowl.

While judges finalize scores at the conclusion of the presentations, begin time-filler activity (creative thinking team activity).

Present awards:

- Give lesser awards first.

- Call participants by name to come up for certificates, ribbons, etc.

- Recognize their coaches.

- Announce teams that qualify for further competition.

Conclusion:

- Thank judges.

- Thank coaches.

- Thank creative children who may be the inventors of the future.